



BECKWITHSHAW, KETTLESING FELLISCLIFFE & RIPLEY ENDOWED C.E. PRIMARY SCHOOLS

"At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Primary schools we aim to provide an environment of mutual respect and love where all children flourish and who grow together, guided by love."

Behaviour Policy

Rationale

This behaviour policy is designed to support the way in which all members of the federation can live and work together in an environment in which everyone feels happy, safe and secure.

We have high expectations at all times for good behaviour throughout our federation. We expect our children to represent each school well whilst on visits or at sporting fixtures, as well as on their way to and from school. We feel it is vital that a consistent approach to behaviour is adopted and maintained, through the use of restorative practices, by all members of the federated community.

Introduction

Our positive behaviour approach is the foundation for an effective learning and teaching environment in which all members of the school community can feel respected, safe and secure. The federation behaviour policy is inclusive of all stakeholders.

In order to promote positive behaviour choices, we have adopted positive approaches to behaviour management which are based on our federation vision and values.

We have high expectations of all the pupils across the federation and will work as a team to promote this positive behaviour.

Our Values

Our vision is to provide a respectful, collaborative and safe environment within our community, where every child feels recognised and valued – a place where inspirational, high quality teaching means that our children will develop an enthusiasm for learning and where all of their successes and achievements will be celebrated.

Aims

- To promote a calm, purposeful and happy atmosphere within our schools.
- To foster positive, caring attitudes towards everyone.
- Value achievements at all levels.

- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout each school with parental cooperation and involvement.
- To raise children's self-esteem.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

In our schools, we aim to develop an ethos in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We aim to listen to all children and discuss issues before sanctions are put in place. It is important to discuss poor behaviour choices with pupils, and where appropriate make plans to meet individual needs. We encourage children to be polite, well mannered, dependable and empathetic towards each other in order to become good members of our communities.

It is important that we all understand what behaviour is expected. Equally, unsafe or poor behaviour choices and the consequences of such behaviour must also be clearly stated. From the outset, we recognise that there is a distinction between emotionally affected behaviour (which may be caused by a specific learning need) and poor behaviour choices.

The general standard of behaviour in our schools is the collective responsibility of the whole staff. Every time a child makes an unsafe or poor behaviour choice it must be addressed. These aims are best achieved in a hardworking, positive, nurturing atmosphere in which pupils are able to give their best, both in and out of the classroom.

The Role of Parents:

- The schools work collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- We expect all parents to support their child's learning and to co-operate with the school by supporting this policy.
- If the school applies reasonable sanctions to punish poor behaviour, parents should support the actions of the school.

If a parent has a concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team (SLT) or Head Teacher. If these discussions cannot resolve the issue, the parents should follow the school's complaints procedures.

The Role of Governors:

- The Governing Body/IEB has the responsibility for setting out the school's expectations regarding behaviour and bullying.
- The Chair of Governors/IEB is informed of each suspension/exclusion.

Rewards for positive behaviour

- House Points- to be given to children daily - for displaying the school values in class and around the school. Children may be awarded a house point by any member of staff. Pupils will move up one place on the class visual chart and house points will be added to the grand total. Each child is part of a school house (which is individual to each school). Their points are accumulated weekly. If a child is at the top of the visual chart, house points can still be rewarded and added to the grand total for their house.
- Each house has a House Ambassador from Year 6, who is voted for at the beginning of the academic year. At the end of each half term, the house with the most points earns a choice of reward activity. House totals from each class will be collated and displayed in the hall. This will be shared in celebration assemblies.
- Class reward time awarded by a class teacher to the whole class for displaying the school values consistently, as a team, over the course of a week.
- Star of the Week – to be given to one child per class and celebrated during weekly Celebration Assemblies. Parents can be invited into the assembly, and children will receive a certificate and a trophy for the week.
- Winners of Star of the Week will have hot chocolate with the Head then following week.
- Writing Wizards and Maths Magician awards are also handed out each week for pupils who have demonstrated a positive attitude in these areas. These children will be given a wizard hat/magic wand to have in their classroom during the week.
- Phone calls home to celebrate positive behaviour are also regularly made.
- Headteacher's Awards - to be given to children in recognition of their success and to be celebrated during our weekly Celebration Assembly.

Our Ethos

In our federation, we have our values of Community, Compassion and Courage which the children are encouraged to look out for and recognise in all they do. Members of staff will also ensure that pupils are recognised for displaying these values in their learning and play.

The school houses at Beckwithshaw are: Thistle, Daffodil, Shamrock and Rose.

The school houses at Kettleasing are: Fire, Earth, Water, Air.

The school houses at Ripley are: Brimham, Ingilby and Nidd.

These respective ideologies are discussed frequently in all classes and assemblies across the federation to reinforce their messages.

Pupils will work regularly in their houses across various school and inter-school events.

Classroom Behaviour Visual chart

Each class will have a behaviour chart, which tracks all pupils' progress on a daily basis. The most effective way of promoting good behaviour is by praising pupils'

good work attitude or ideas for all to see. In our behaviour chart, all pupils start on Green each day. When they do something worthy of praise, they are asked to move up their name on the behaviour chart. Pupils will receive one house point if they are in Bronze at the end of the day, two for Silver and three for Gold. Pupils may receive extra house points if they are already in Gold.

Star of the Week certificates will be determined by the best performances on the chart over the course of the week.

Warning Stage

Children are given gentle and polite reminders to help them strive for gold each day. Staff will equally strive to include and engage *all* children in their learning, with an emphasis on all children making positive decisions in the classroom and maintaining the high standards set. When pupils show inappropriate behaviour, their name will move down the chart one place.

If pupils rectify their behaviour and begin to display positive behaviour, their name will move back up the chart accordingly. There is always the chance for pupils to improve their position on the behaviour chart and earn house points for their house despite any preceding poor behaviour.

If pupils end the day in Amber, they will lose some of their playtime the next day. This will be an opportunity for a member of staff to carry out restorative practice with a child, discussing their behaviour with them. Here are some examples of restorative questions:

- *What happened?*
- *What were you thinking/how were you feeling at the time?*
- *What choices could you have made?*
- *Who has been affected by your actions? What impact have your actions had?*
- *What do you think needs to happen next to make things right?*
- *What strategies will you use to help make a positive choice?*

If pupils end the day in Red on three occasions, they will have a meeting with a member of SLT. If a pupil is persistently in Red or Amber, there will be a meeting arranged with the class teacher and a member of SLT/ Head Teacher and the pupil's parent/ guardian.

Gold
Silver
Bronze
Green
Amber
Red

These warnings must be a last resort, used when all options have been explored to remain positive and include the child in the classroom learning.

All pupils will begin the next day in Green, starting afresh.

Unacceptable Behaviour

We recognise that despite all our efforts to maintain a positive atmosphere some pupils may exhibit displays of unacceptable behaviour.

- Showing disrespect to an adult in school.
- Verbal intimidation of peers.
- Misuse of property either school's or another person's.
- The use of swear words or gestures.
- Physical attacks on other children or adults in school.
- Disrupting the education of other pupils.
- Endangering the health and safety of themselves or others by failing to comply with guidelines about how to move around school and moving into "out of bound" areas.
- Child-on-child abuse – bullying, including cyberbullying, prejudice-based and discriminatory bullying.

The SLT team will be consulted if behaviour is deemed serious (see guidance below on major incidents). Any involvement of the SLT for a specific child or behaviour incident should be recorded on 'CPOMS' – the schools' secure safeguarding platform and parents should be informed.

If there has been a significant loss of learning time to discuss these incidents it may be required for this learning time to be made up at playtimes, lunch times or before or after school. In the case of before or after school, parents will be informed, and the time will be made up as soon as possible.

Individual Behaviour Chart

If children choose to persistently show poor behaviour, they will be put on a behaviour chart following being in Red on three occasions. A member of SLT will meet with parents to discuss their child's behaviour and the individual behaviour chart.

A child's behaviour will be monitored every lesson, breaktime and lunchtime with a score out of 5 given. Children will be on a behaviour chart for a minimum of 2 weeks, or until they have proved that they can behave consistently for a sustained period of time, by achieving an agreed score consistently. Whenever possible, parents will see the behaviour charts at the end of each day. Pupils may have to report to a member of SLT at the start and end of each day.

Children with additional needs

In the case of children recognised as having additional needs, the school, along with parents, will create an action plan, which may include some adaptations to policy to meet the needs of the child. It is important to note, however, that unacceptable behaviour will never be unacknowledged

Some children may also go through a period of additional stress or turbulence which may result in unwanted behaviour. The school, again along with parents, will also discuss and implement an action plan in these cases, as necessary.

At all times, strategies will be monitored and evaluated by the staff working with the child to ensure positive impact is seen. Where further adaptations need to be made, these will be discussed and put in place.

Major incidents

All major incidents will involve the SLT and will include a phone call home to speak to parents/carers or invite parents/carers into school for a meeting.

Examples of behaviour that are considered 'major incidents':

- Child-on-child abuse – bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Fighting
- Prejudicial language or behaviours
- Serious challenge to authority
- Verbal abuse to another person
- Impulsive injury to another person
- Malicious physical assault on another person
- Significant damage to school property

When a child has had to spend a significant period of time away from class, a member of the SLT will speak to the rest of the class about what has happened.

Fixed-Term Suspensions & Permanent Exclusions

Only the Head Teacher has the power to suspend/exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher suspends a pupil, they will inform the parents immediately, giving reasons for the suspension. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body/IEB. The school informs the parents how to make any such appeal.

The Head Teacher informs the LEA and the Governing Body/IEB about any permanent exclusion and about any fixed-term suspensions beyond five days in any one term.

Signed: 

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Review: January 2025